**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: \_\_\_The Living World\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TIME FRAME: \_\_\_Six Weeks\_\_\_\_\_ TEACHER: \_\_\_First Grade\_\_\_\_\_\_\_\_\_\_\_

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | Through a variety of texts and activities the students will be able to identify, summarize and present needs of living things. They will be able to identify regions and living things that habitat there. Students will research and become experts on a chosen animal. Students will be able to discuss characteristics of animals.  Science Standards:  **1.L.1** Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive.  **1. L.2** Summarize the needs of living organisms for energy and growth. | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.   Students will value evidence.   Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.   Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  RL1.2 - Retell stories, including key details, and demonstrates understanding of their central message or lesson.  RL1.7 – Use illustrations and details in a story to describe its characters.  RI1.2 - Identify the main topic and retell key details of a text.  RI1.7 - Use the illustrations and details in a text to describe the key ideas.  RL.1.1: Ask and answer questions about key details and events in a text.  RI1.1: Ask and answer questions about key details in a text  FS1.2d – Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  FS1.3a – Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs.  FS1.2c – Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken- single syllable words. | | |  | | --- | | **Writing**  W1.3 – Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | | |  | | --- | | **Speaking and Listening**  SL1.1a – Participate in collaborative conversations with diverse partners about *grade 1 topics* *and texts* with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). | | |  | | --- | | **Language**  L1.5a – With guidance and support from adults, explore word relationships and nuances in word meanings. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  L1.5b – Define words by category and one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).  L.1.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  L1.1j: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | |

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| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| What is needed for all living things to survive? | | | People are animals, and we need the same things to survive. | | |
| How do animals live together in the same habitat? | | | Animals all belong in the food chain. All animals are essential for the survival of each other. | | |
| What role do we play in other animals habitats? | | | People have positive and negative affects on animal habitats. | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  -Use selected texts to discuss story elements.  -Students will collaborate to read and investigate to become experts on a chosen animal.  -Students will collaborate to create a play and retell Where Are All My Animal Friends?  -Listen and identify animal sounds.  -Investigate types of birds on computer and through reading, go to Sylvan Heights and compare bird species.  -Students will view videos of selected animals (kids.sandiegozoo.org), read books correlated to videos and write details or needs of the animal.  -Use describing words to discuss illustrations of various animals. | **Writing Tasks**  -Partners will select an animal, research its habitat, and present that animal to the class.  -Students will illustrate and label their habitat, showing air, food, water, and shelter.  -Create/Write a recipe for creating bird feeders.  -Write a story using one bird species seen on Field Trip.  -Students will view videos of selected animals (kids.sandiegozoo.org), read books correlated to videos and write details or needs of the animal. | | **Discussion Tasks**  -Students will categorize and classify needs of animals.  -What animals are tame and wild? How do you know when an animal is wild?  -How can we help animals in our habitat? (create bird feeders (peanut butter and pine cones))  -Discuss birds from Field Trip.  -Students will view videos of selected animals (kids.sandiegozoo.org), read books correlated to videos and write details or needs of the animal. | | **Language/Vocabulary Tasks**  -Categorize animals by locations of habitats. ex. North Carolina – Alaska  -Students will create a journal to define and illustrate vocabulary words.  -Students will use a magazine hunt to identify and categorize animals and peoples needs.  -Use Names of Bird Species to chart and identify where their natural habitats are.  -Students will view videos of selected animals (kids.sandiegozoo.org), read books correlated to videos and write details or needs of the animal.  -Students will identify animals and habitats on an Alphaboxes form. |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| -Begin individual KWL charts about animal habitats. | | -Check understanding and ability to use describing words.  -Use recipe activity to check if students can transfer activity to written steps. | | -Finish KWL charts of Animal Habitats.  -Check ability to use describing words.  -Rubric for presentation of Animal Habitat. | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  Reading Street Stories:  Life in the Forest  Honey Bees  Where Are All My Animal Friends?  I'm a Caterpillar  Frog and Toad Together  Mole and Baby Bird  Animal Park  Get the Egg  Fox and Kit  The Big Circle  The Great Kapok Tree  A Nest Full of Eggs by Priscilla Belz Jenkins  The Magic School Bus Hops Home  T is for Tarheel A North Carolina Alphabet by Carol Crane  Animals in Camouflage by Phyllis Limbacher Tildes  Animals: Black and White by Phyllis Limbacher  Big Blue by Shelley Gill  The Bumblebee Queen by April Pulley Sayre  Those Funny Flamingos by Jan Lee Wicker  Those Excellent Eagles by Jan Lee Wicker  Those Delightful Dolphins by Jan Lee Wicker  Those Magical Manatees By Jan Lee Wicker  Those Big Bears by Jan Lee Wicker | | | | | |
| **Notes:**  **Sample Vocabulary:**  **air, water, food, shelter, nesting, space, waste, organism, environment**  **Website Resources:**  <http://www.bbc.co.uk/schools/scienceclips/ages/6_7/plants_animals_env.shtml>  <http://www.beaconlearningcenter.com/WebLessons/CritterCraze/default.htm>  <http://seagrant.uaf.edu/marine-ed/curriculum/grade-1.html>  <http://www.learnnc.org/lp/pages/3942?ref=search>  [http://kids.sandiegozoo.org](http://kids.sandiegozoo.org/)  [https://www.timeforkids.com](https://www.timeforkids.com/)  **http://www.macmillanmh.com/science/2008/student/** | | | | | |